

Department of Sociology & Anthropology, BGU

Course: Qualitative Research Methods

Level and status: 2 credit points M.A. obligatory course (for the tracks of Organizational Sociology and Critical Social Studies; elective for others)

Lecturer: Dr. Esmail Nashif.

Taught: 2008/9; 2009/10; 2010/11.

Course description:

The aim of the course is to give the students advanced theoretical and practical knowledge about qualitative research methods, so they could design and conduct their research projects independently. The course is built around three major axes: the history and the characteristics of qualitative research methods, the method itself, and the presentations of the students' research projects. The history of the qualitative research is directly related to the quantitative one by comparison and by contrast. In the course, the emphasis is on the "how" question, rather than the "what" question. In this manner, the course seeks to present a model of research that aims to understand, and at times to explain, qualitatively how the socio-historical realities are built.

Course requirements: students are required to be present in class meetings, read prepare the material, and participate actively in the class discussions (10% of grade), offer class presentations (20%), submit the final written paper on time.

Grade: Final written paper (70%).

Course Schedule and reading list:

1- Introduction:

2- History:

Vidich, A. J., & Lyman S. M., 2000. Qualitative Research Methods: Their history in Sociology and Anthropology. In N. K. Denzin & Y. S. Lincoln (eds.)

Handbook of Qualitative Research. London: Sage.

Lavie, S., & Swedenburg, T., 1995. Between and Inside the Borders of Culture.

Theory and Criticism, 7, 67-86.

3- Characteristics:

Denzin, N. K., & Lincoln, Y. S., 2000. Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (eds) *Handbook of Qualitative Research*. London: Sage, 1-28.

Strauss, A., & Corbin, J., 1994. *Basics of Qualitative Research: Techniques and procedures for developing grounded theory*. London: Sage, pp. 1-34.

4- Critique:

Horkheimer, M., 1993. Traditional Theory and Critical Theory. In T. W. Adorno and M. Horkheimer *The Frankfurt School: A selection*: Tel-Aviv: Poalim Publishers.

5- The process of delimiting the research phenomenon:

Strauss, A., & Corbin, J., 1994. *Basics of Qualitative Research: Techniques and procedures for developing grounded theory*. London: Sage, pp. 35-54.

Said, E., 1978. *Orientalism*. N.Y.: Vintage, pp. 1-30.

6- The definition of the research problem:

Shkedi, A., 2003. *Words of Meaning: Qualitative research theory and practice*. Tel-Aviv: Ramot, pp. 37-54.

Ben-Yehoshua, N. S., 1999 *The Qualitative Research in Teaching and Learning*. Tel-Aviv: Modan, pp. 32-48.

Shinhav, Y., 2003. *The Arab Jews: Nationality, Religion, and Ethnicity*. Tel-Aviv: Am Ovid, pp. 7-23.

7- The positioning of the research problem in the relevant theoretical literature:

Lincoln, Y. S., & Guba, E. G., 2000. Paradigmatic Controversies, Contradictions, and Emerging Confluences. In N. K. Denzin & Y. S. Lincoln (eds) *Handbook of Qualitative Research*. London: Sage, pp. 163-188 .

Schawndt, T. A., 2000. Three Epistemological Stances for Qualitative Inquiry: Interpretivism, hermeneutics, and social constructionism. In N. K. Denzin & Y. S. Lincoln (eds.) *Handbook of Qualitative Research*. London: Sage, pp. 189-214.

Shitreet, S., 2004. *The Mizrahi Struggle in Israel, 1948-2003*. Tel-Aviv: Am Ovid, pp. 11-41.

8- Research tools:

Shkedi, A., 2003. *Words of Meaning: Qualitative research theory and practice*. Tel-Aviv: Ramot, pp. 69-92.

Ben-Yehoshua, N. S., 1999 *The Qualitative Research in Teaching and Learning*. Tel-Aviv: Modan, pp. 49-79.

Kokhavi, T., 2007. *Between Dance and Anthropology*. Unpublished Dissertation, Hebrew University, Jerusalem, pp. 1-38.

9- Collecting data:

Shkedi, A., 2003. *Words of Meaning: Qualitative research theory and practice*. Tel-Aviv: Ramot, pp. 55-68.

Zuckerman, M., 2001. The Israeli-ness Industry: Myths and ideology in a conflicted society. Tel-Aviv: Resling, pp. 213-255.

10- Analysis and discussion:

Shkedi, A., 2003. *Words of Meaning: Qualitative research theory and practice*. Tel-Aviv: Ramot, pp. 93-110.

Ben-Yehoshua, N. S., 1999 *The Qualitative Research in Teaching and Learning*. Tel-Aviv: Modan, pp. 80-99.

Bishara, A., 1996. The Israeli Arab: Exploring a Broken Political Discourse. In F. Ginosar & A., Barali (eds.) *Zionism: A Contemporary Debate*. Sede Boqer: Ben-Gurion University Press, pp. 312-339.

11- The writing process:

Richardson, L., 2000. Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (eds) *Handbook of Qualitative Research*. London: Sage, pp. 923-948.

Allport, B., 2001 Writing in Qualitative Research. In N. S. Ben-Yehoshua (ed.) *Schools and Traditions in Qualitative Research*. Tel-Aviv: Dvir, pp. 369-403.

Barth, R., 2005. *The Death of the Author*. Tel-Aviv: Resling.

Foucault, M., 2005. *Who is the Author?* Tel-Aviv: Resling.

12- Presentations of Students' Research Projects.

13- Presentations of Students' Research Projects.

14- Conclusion:

Sand, S., 2000. *Intellectuals, Truth, and Power: From the Dreyfus Affair to the Gulf War*. Tel-Aviv: Am Ovid, pp. 11-48, 174-202.